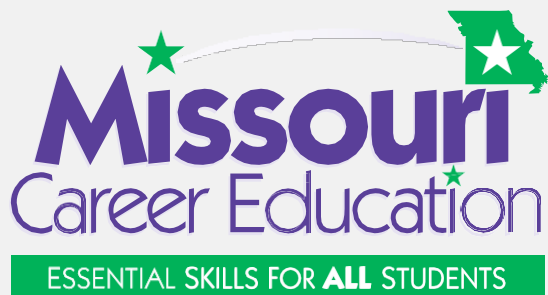


Common Criteria and Quality Indicators

for Postsecondary Career Technical Education Programs



Office of College and Career Readiness

Missouri Department of Elementary and Secondary Education

The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Postsecondary Career Technical Education Programs.

The six common criteria are:

Criteria 1 – Degree Plan

Criteria 2 – Curriculum

Criteria 3 – Instruction

Criteria 4 – Assessment

Criteria 5 – Student Organization/Professional Organization

Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

For more information about the Common Criteria and Quality Indicators for Career Technical Education Programs, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

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Criteria 1 — Degree Plan

The institution assists students in developing a degree plan for their declared career technical education program that sequences academics and career education content; leading them to attain a postsecondary degree or certificate, industry-recognized credential or entry into the workplace with a skill set conducive toward career advancement.

- **Quality Indicator 1** – Curriculum and sequencing is aligned with appropriate industry needs.
- **Quality Indicator 2** – Degree plan contains appropriate general education content for students interested in furthering their education.
- **Quality Indicator 3** – Secondary students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career technical education program.

Criteria 2 — Curriculum

The career technical education program curriculum has defined program outcomes.

- **Quality Indicator 1** – Each course within the program has defined student outcomes that align with the appropriate state and national academic and technical standards.
- **Quality Indicator 2** – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and technology.

Criteria 3 — Instruction

Written curriculum drives classroom instruction.

- **Quality Indicator 1** – Plans derived from the approved curriculum documents are used to direct the instructional process.
- **Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning styles.
- **Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.
- **Quality Indicator 4** – Program goals, measureable learner objectives, assessment methods, and performance expectations are shared with students prior to instruction.
- **Quality Indicator 5** – Appropriate technologies, equipment and instructional materials are utilized to support the curriculum and instructional process.
- **Quality Indicator 6** – Work-based learning supports program objectives, where appropriate.

Criteria 4 — Assessment

A system is in place to measure student progress through appropriate assessments.

- **Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction.
- **Quality Indicator 2** – A learning management system exists for reporting student progress

and classroom mastery of curriculum competencies.

- **Quality Indicator 3** – Student technical skill attainment demonstrates knowledge and skill of student(s) and conveys proof of mastery to potential employers.

Criteria 5 — Student Organization/Professional Student Organizations (SO/PO)

The appropriate SO/PO is affiliated, when possible, with the state and national organization and is a co-curricular element of the program.

- **Quality Indicator 1** – An events calendar that supports the SO/PO's goals and objectives is developed annually by students and faculty/staff.
- **Quality Indicator 2** – The SO/PO events calendar includes leadership activities, career competencies, community service and school service.
- **Quality Indicator 3** – The SO/PO events calendar is supported by learning outcomes and objectives.
- **Quality Indicator 4** – The SO/PO activities are available to all enrolled students.
- **Quality Indicator 5** – The SO/PO is participating in activities beyond the local campus environment.

Criteria 6 — Program Management and Planning

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for quality employment opportunities and/or continuation of postsecondary education.

- **Quality Indicator 1** – The program has a defined mission statement, program goals, and learning objectives developed with input from the program advisory committee which includes student, administration, community, and business/industry representatives with relevant backgrounds.
- **Quality Indicator 2** – The program has a written plan to annually evaluate program effectiveness which includes review of technical skill attainment results; student graduate and employer feedback; admission, progression, attrition and graduation rate data to drive continuous improvement.
- **Quality Indicator 3** – An annual program budget is collaboratively developed by the faculty and administrator(s) to provide funding for professional development, SO/PO activities as appropriate, equipment, maintenance, supplies and materials.
- **Quality Indicator 4** – The qualified faculty participates in ongoing and high-quality, program specific professional development activities.
- **Quality Indicator 5** – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated at least every three to five years.